

TEACHING ENGLISH TO THE STUDENTS AT REMOTE SCHOOL
(IMPLEMENTATION OF FUN ENGLISH LEARNING IN ENHANCING
STUDENTS' VOCABULARY AT SMP 1 LIMBONG)

Paldy

Sri Rahayu

Cokroaminoto Palopo University

faldydjamil999@yahoo.co.id

Abstract

The aims of this research are to what extent the implementation of fun English learning in enhancing students' vocabulary and to find out students' interest toward the implementation of Fun English Learning to the students at remote school at Limbong. The students are thought in indoor class and outdoor class by applying fun English learning. The researcher used experimental research design, which applies pre-test and post-test. The researcher will use two instruments namely vocabulary test and interview. The population of this research is the students at SMP 1 Limbong. There are 98 students was taken from three classes that are class 7, 8, and 9. The researcher will choose the eighth grade students, which consists of 20 students as sample. The results of this research are; 1) the used of fun English learning in teaching vocabulary improved the students' achievement, 2) the students are interest in learning English by applying fun English learning, Most of them gave positive responses.

Key words: teaching english, remote school, fun english learning

Abstrak

Tujuan penelitian ini adalah untuk melihat sejauh mana penerapan pembelajaran bahasa Inggris menarik dalam meningkatkan kosa kata siswa dan untuk menemukan ketertarikan siswa terhadap penerapan pembelajaran bahasa Inggris menarik di sekolah terpencil di Limbong. Siswa diajar di dalam dan di luar ruang kelas dengan menerapkan pembelajaran bahasa Inggris menarik. Peneliti menggunakan desain penelitian eksperimental dengan menggunakan tes awal dan akhir. Peneliti menggunakan alat ukur yaitu test kosa

kata dan wawancara. Populasi penelitian ini adalah siswa pada SMP 1 Limbong. Siswa sebanyak 98 siswa dari kelas 7, 8, dan 9. Peneliti memilih kelas 8 terdiri dari 20 siswa sebagai sampel. Hasil dari penelitian ini adalah; 1) penggunaan pembelajaran bahasa Inggris menarik dalam mengajarkan kosa kata meningkatkan hasil belajar siswa, 2) siswa tertarik terhadap penerapan pembelajaran bahasa Inggris menarik. Sebagian besar dari siswa memberikan respon yang positif.

Kata kunci: *pengajaran bahasa inggris, sekolah terpencil, pembelajaran bahasa inggris menarik*

Introduction

Language teaching in the twentieth century becomes its own as a profession. It was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies. (Richards and Rodgers, 2001). Related to the language teaching, there are many kinds of teaching concept can be applied, such as implementing some approaches and methods in teaching and learning process.

Mastering vocabulary is one important thing for the students because by mastering vocabulary, they can express their ideas or opinions, communicate to others, understand the meaning of text, and can converse each others. As a current issue, the English become a trouble for the EFL students at school because many students cannot understand the text, cannot speak in English because there isn't idea, and miscommunication. It is happen because learning method that using by teacher is not appropriate and unattractive, therefore the students don't have common vocabulary in their mind.

Some cases also happen to the students at remote school, namely SMP 1 Limbong. Before conducting this research, the researcher investigated the English learning process at remote school. The purposes of preliminary observation are to know the ability of students at remote school in English and to see the learning process in the classroom. As the results: 1). the learning process is not effective because only once in a month the teacher come to the school, it is caused by the location of the school is in the top of mountain and to reach that school the teacher

need three hours bad trip. 2). the ability of the students is still low, it is known by the test gave to the students. 3). the teacher didn't has syllabus and lesson plan in design learning scenario and also the teacher still used conventional method in teaching.

Problem Statement

1. Is the use of English fun learning effective in enhancing students' vocabulary achievement at remote school?
2. How is the students' interest toward implementation of English fun learning in remote school?

Objectives

1. To what extent the implementation of English fun learning in enhancing students' vocabulary at remote school.
2. To find out students' interest toward the implementation of English fun learning at remote school.

Definition of Vocabulary

Richard (2002:258) defines that vocabulary or word also called a base word or a word family is defined as including the base form (e.g.: make) and its inflections and derivatives (e.g., makes, made, making, maker and markers). Since the meaning of these different forms of the word is closely related, it is assumed that little extra effort is needed to learn them.

Harmer (2003:74) in said that that vocabulary is:

- a. All the words that person knows or use
- b. All the words in a particular language
- c. The words that people use when they are talking
- d. A list word with their meaning especially in a book for learning a foreign language.

Good (2004:242) defined that vocabulary as the words having meaning when heard or seen even though not produced by the individual himself to

communicate with others is the words that considered essential for minimal use of language.

Robert Lado (2003) talked about patterns of difficulty in vocabulary teaching. He highlighted key issues related to words, the native language factor and about patterns. He even analyzed Spanish, French and Mexican patterns of difficulty in their respective vocabulary items. He stated that while dealing with vocabulary one should take into account three important aspects of words, their form, their meaning and their distribution and one should consider various kinds of classes of words in the function of the language. He said that the forms, meaning distribution and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems.

Types of Vocabulary

Nation (2004:75)) stated that there are two words lists, one of function words and one containing a basic 2.000 word of English vocabulary. In addition, there is a list of suffixes to be used with 2.000 word list. The list of function words contains about 230 words of very high frequency. They were not chosen solely on the basis of frequency, but on the basis of grammatical function. The list consists of articles, auxiliary verbs, prepositions, conjunction, pronouns, noun determiner, substitute nouns, intensifiers, and contain often specialized expressions.

Harmer (2003:59) divided vocabulary in two groups, namely:

- a. Active vocabulary refers to vocabulary that has been learned by the students. They are expected to be able to use it.
- b. Passive vocabulary refers to words which students will recognize when they meet them, but they probably not are able to produce it.

Good (2004:252) divided vocabulary into four kinds, they are:

- a. Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively.
- b. Writing vocabulary refers to words that commonly used in writing.
- c. Listening vocabulary refers to words that commonly used in writing.

- d. Reading vocabulary refers to words that someone can recognize them when he finds them in written form.

The Importance of Learning Vocabulary

Learning a language means learning the words of the language because words are the vital organs in language. Through vocabulary we can express our feeling and meaning. Harmer (2003:111) said that if you want to describe how you feel at this very moment you have to be able to find a word which is reflect to complexity of your feeling.

Goodman and Mohr (2003:12) stated that vocabulary is a basic part of reading comprehension. It means that we are going to have trouble to understand the text if we dont know most words in the text. Nunan (2003:187) also argued that the acquisition of an adequate vocabulary is essential for successful second language learners because without an extensive vocabulary, the people will be unable to use the structure and function that may have learned for comprehensible communication.

On vocabulary instruction leads to the conclusion that there is no single best strategy to teach word meanings but that all effective strategies require students to go beyond the definitional and forge connections between the new and the known. Effective vocabulary teaching as coming down to three critical notions:

- a. Integration, connecting new vocabulary to prior knowledge.
- b. Repetition, encountering, using the word, concept many times.
- c. Meaningful use multiple opportunities to use new words in reading, writing and soon discussion.

Fun English Learning

Many language teachers are as concerned to help their students to develop their ability in learning especially in mastering foreign language. Teacher as facilitator in learning process should look for the ways that create the learning process at the classroom more attractive and interest. The students, especially the young EFL learners need a classroom that comfortable for them. They will feel

bored when their teacher only apply conventional ways or just give them practice and homework. The students should give opportunities to develop their ability, to find how to solve the problem in learning and to create learning result.

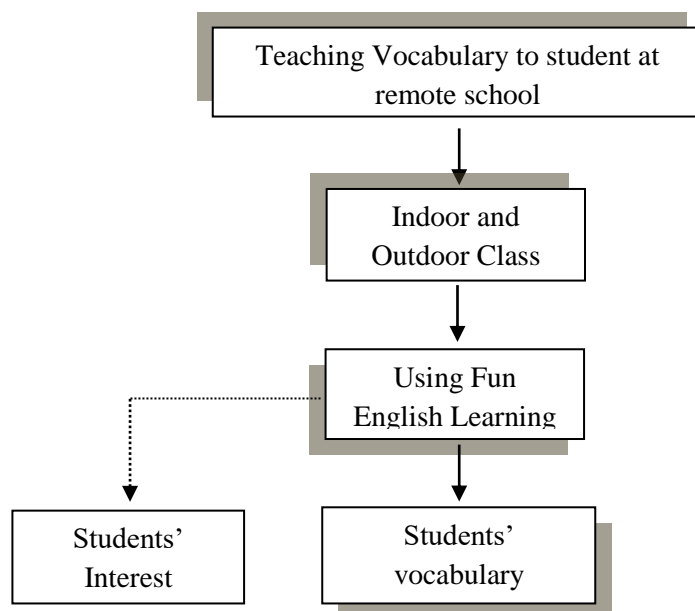
In teaching vocabulary, there are many methods or strategy that the teacher can use, such us; through song, games, picture, and using authentic material from their environment.

Wright (2009:3) defined that there are five criteria using media or method in learning:

- a. Easy to prepare.
- b. Easy to organize.
- c. Interesting and motivating.
- d. Meaningful and authentic.
- e. Sufficient amount of language.

Conceptual Framework

The conceptual framework underlying this research is given in the following diagram:



Methodology

In this research is applied experimental research, the researcher gave pretest, treatment, posttest and questionnaire. The pre-test is carried out to find out the prior knowledge of students, while posttest is done to find out the effect of the treatment on the students' vocabulary. The scores of both the pre-test and posttest is compared to determine the students' improvement on English vocabulary by applying fun English learning. The interview is conducted to know the students' interest toward the implementing of fun English learning. The procedures of collecting data are; pre-test, treatment, posttest

Interview

The last activity in the classroom is the interview. The interview was conduct to the students in order to get information about the level of students' interest of the use of fun English method in learning vocabulary.

Findings

The researcher has stated in the previous chapter that the way to collect data in this research is by using tests; pre-test and post-test. These tests aimed at collecting data of the students' score of vocabulary test.

1. The students' score in Pre-test and Post-test

No	Respondents	Pretest	Posttest
1	01	55	100
2	02	70	80
3	03	100	100
4	04	90	100
5	05	95	100
6	06	50	75
7	07	70	90
8	08	60	70
9	09	45	35
10	10	90	95
11	11	15	35
12	12	15	45
13	13	30	60
14	14	10	20
15	15	15	60
16	16	25	50
17	17	35	50
18	18	70	85
19	19	75	95
20	20	75	75

Total Score	1090	1420
Mean Score	54.5	71

The table shows in pre-test that there were 4 students got excellent, 2 students very good and 4 students in good classification. There are 3 students of were in the average classification and 2 students in the poor classification and 5 students in the very poor classification.

While in post-test, there were 9 students got excellent, 2 students very good and 3 students in good classifications. There are 3 students were in the average classification, 2 students in the poor classification and 1 student in the very poor classification. In addition, the table 5.1 also shows that the highest score from all of the students is 100 and classified as excellent, while the low score is 20 and classified as very poor classification.

The students' mean score in pretest was 54.5, it is classified as average classification and in posttest the mean score was 71, it is classified as very good classification. It can be said that there is improving of students' ability after conducting treatment.

2. The Classification and the Percentage of the Students' Score of Pretest and Posttest

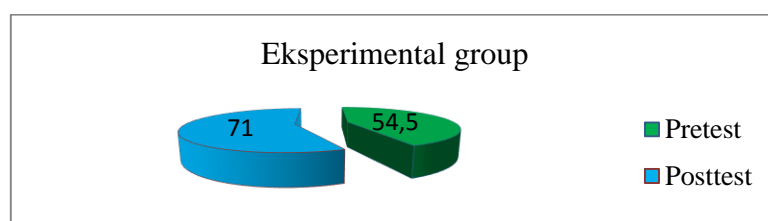
No.	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
1	Excellent	4	20%	9	45%
2	Very Good	2	10%	2	10%
3	Good	4	20%	3	15%
4	Average	3	15%	3	15%
5	Poor	2	10%	2	10%
6	Very Poor	5	25%	1	5%
Total		20	100%	20	100%

The table shows the students' score classification in pretest and posttest. The data above describe that there were 4 students classified as excellent, 2 very good and 4 good classifications in pretest, there are 3 of students got average, 2 of students got poor classification and the others got very poor classification.

However, in posttest there were 9 students got excellent, 2 students got very good classification, 3 students were classified good classification, 3 students were classified as average classification, there were 2 students got poor classification and there was 1 student in very poor classification.

The figure below shows the mean score of the students pretest was 54.5 and the mean score of posttest was 71. It means that using outdoor and indoor study can improve the students' vocabulary.

Figure students' improvement in experimental class.



3. Test of Significance (T-test)

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = 19; than the result of the t-test is presented in the following table.

Table Probability Value of T-Test of the Students' Achievement

Variables	P-Value	(α)	Remarks
Posttest and pretest of experimental class	0.00	0.05	Significance Different

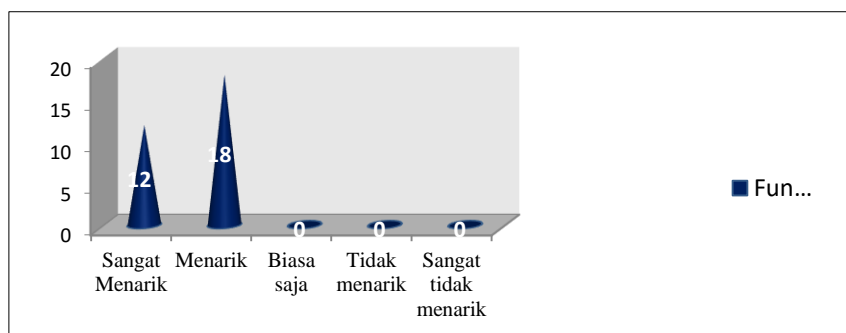
Based on the result of data analysis as summarized in 5.4 on pretest and posttest of experimental Group, the researcher found that the Probability value (0.00) is lower than the level of significance at t-table (0.05) and the degree of freedom 19. It means that H_1 was accepted and H_0 was rejected

This means that the data of posttest as the final result gave significant improvement. It was concluded that the use of fun English learning was able to give greater contribution in teaching vocabulary.

4. The Students' Interest

The interview conducted to know the students' interest toward the application of fun English learning in teaching vocabulary. The data showed that the application of fun English learning in teaching vocabulary could enhance the interest of the eight grade students of SMP 1 Limbong academic year 2013/2014. Most of students' answers were positive and they are interested to join the activities in learning process in the classroom.

Figure students' interest towards Fun English Learning



Conclusion

The writer concludes the result of this research as follows:

1. The use of fun English learning in teaching vocabulary improved the students' achievement. It is proved by the mean score of the students' posttest in experimental group is higher than pretest. It can be seen from the students' mean score of posttest is 71. The T- Test of the students' vocabulary achievement in experimental group in was smaller than α ($0.00 < 0.05$).
2. The students are interested in learning English through the use Fun English learning. It refers to the students' answer in interview, they gave positive responses.

Suggestion

The writer put forwards some suggestions and recommendations as follows:

1. It is strongly suggested that teaching English especially vocabulary should apply fun English learning and it should be continually implemented not only in SMP 1 Limbong but also in another remote school.
2. The writer suggests to the teachers to use fun English learning as a method in teaching English especially for vocabulary to improve the students' skill.
3. As the future project, it should be designed modul and teaching material for the students at remote school, especially teaching English. As consideration that the implementing of fun English learning have given big contribution to the students' achievement and students' interest.

References

- Gay, L.R., E. Mills, Peter Airasian. 2006. *Educational Research: Competencies for Analysis and Applications*. New Jersey: prentice Hall.
- Good, Crater V. 2004. *Dictionary of Education*. New York: Mc Graw-Hill Book Company.
- Goodman, D.J and C. Mohr. 2003. *Building Vocabulary Skills (third edition)*. New Jersey : C. Meriam Co.
- Harmer, Jeremy. 2003. *The Practice of English Language Teaching*. UK: Longman Group.
- Nation, I.S.P. 2003. *Teaching and Learning Vocabulary*. Boston: Heinle and Heinle Publisher.
- Nunan, David. 2003. *Language Teaching Methodology (new edition). A Textbook for Teacher*. Hertford Shire : Prentise Hall International.
- Richard, Jack C and Rodgers, Theodore S. 2001. *Approaches and Method in Language Teaching (second edition)*. United: Cambridge University Press.
- Scrivener, Jim. 2012. *Classroom Management Techniques*. United Kingdom: Cambridge University Press.
- Wright, Andrew. 2009. *Picture for Language Learning*. United Kingdom: Cambridge University Press.

